

Inspection of Beccles Forest Schools

Marsh 49, Beccles Common, Beccles, Suffolk NR34 9BX

Inspection date: 5 May 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this exceptional outdoor setting. They skip along the meadow path and arrive at the gate with big smiles. Children see their friends and greet them with hugs, asking, 'Can we make sandcastles together?' Children show that they feel safe and secure. They confidently explore the natural environment and quickly become deeply absorbed in their play. Children show self-motivation as they search for bugs. They become mesmerised by crawling ants and let them walk across their hands. Children investigate pond surfaces, expertly using nets to scoop water and leaves. Children are delighted when they catch a small fish. Staff intensify children's fascination, giving clear narration of what the fish is doing. Children take a closer look and gasp with delight.

Staff create a wonderful atmosphere of 'awe and wonder'. They use highly effective teaching strategies to stimulate children's curiosity. Staff show children 'magic' boxes. They gradually reveal clues and invite children to accept the 'mission' of finding the 'fairy queen'. Children listen and participate with high levels of engagement and interest. They show excitement as they rush off to search for hidden clues. Children are extremely happy and tell staff, 'I knew I was going to have a lovely day'.

What does the early years setting do well and what does it need to do better?

- Staff have developed a curriculum that is ambitious for all children. Learning is consolidated through revisiting activities, ensuring knowledge is embedded. Staff confidently deliver the curriculum through inspirational teaching. As a result, children make excellent progress.
- Children have incredibly close relationships with staff. They enjoy spending time with staff and frequently invite them to join their play. They snuggle next to staff to share books and clamber onto their laps for cuddles and reassurance. Staff treat all children with the utmost respect and kindness. Settling-in sessions are tailored to suit individual children. As a result, new children settle extremely quickly and form close bonds with staff.
- Opportunities for physical play are immense across the spacious site. Children show high levels of stamina and strength as they run, climb, crawl and balance. Staff promote children's good health. They offer healthy snacks and remind children to drink plenty of water to 'rehydrate'.
- Children's behaviour is exemplary. They share resources and are extremely polite, asking, 'Please can I have that after you?' Children take turns to mix paints. Older children find fishing nets for younger children to use. Staff act on every opportunity to promote children's emotional development, initiating frequent conversations about feeling happy and sad. This has a positive impact on children's emotional development.

- Children are immersed in a language-rich environment and as a result, are competent communicators. Staff expertly use stories, songs and games to promote children's language. Children use a wide range of vocabulary in their play. For example, they make 'superhero gloves' and comment that they feel 'powerful' like 'Theseus and the minotaur'. Younger children add sand into paint mixtures and describe it as 'scratchy and rough'.
- Partnerships with parents are superb. They are kept fully informed of their children's progress through detailed daily handovers and online platforms. Parents comment the setting is like, 'a warm blanket supporting their children'. They say their children love attending and have strong bonds with staff.
- Staff minimise hazards at the site effectively. They undertake thorough risk assessments and have ongoing conversations with children about safety. As a result, children demonstrate a clear awareness of how to keep themselves safe. They remind each other not to touch stinging nettles and model how to walk around the outside of the fire pit. Children expertly undertake their own risk assessments. They arrange planks to walk across and tell each other to 'Be careful' and 'Hold hands'.
- The manager leads with integrity and ambition. She has a clear commitment and passion to improve outcomes for children. She expertly empowers staff to extend their skills and confidence through taking on new responsibilities and reflecting upon training. Staff feel fully supported and say they are 'valued and listened to'.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular training to keep their awareness of child protection issues up to date. They have an excellent knowledge of the possible signs and symptoms of abuse and neglect. They show an astute awareness of wider safeguarding concerns, such as radicalisation and county lines. Staff know how to identify and report concerns regarding the behaviour of an adult. The manager ensures all staff have an in-depth understanding of safeguarding and she uses questioning techniques to 'test' this understanding. Robust recruitment procedures ensure that staff working with children are suitable to do so. The manager ensures that induction procedures are thorough and timely to support newly appointed staff.

Setting details

Unique reference number	2610909
Local authority	Suffolk
Inspection number	10285643
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	52
Number of children on roll	21
Name of registered person	Learning In Nature C.I.C.
Registered person unique reference number	2610910
Telephone number	07708619254
Date of previous inspection	Not applicable

Information about this early years setting

Beccles Forest Schools registered in 2021 and is located in Beccles, Suffolk. The setting employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and three at level 3. The setting opens every Monday, Wednesday and Friday from 9am to 2pm, during term time. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection the forest school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The manager and the inspector had a learning walk together of all areas of the forest school and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their opinions.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023